STRATEGIES TO ENSURE PARTICIPATION OF LOCAL COMMUNITIES / PANCHAYETS AND MUNICIPALITIES FOR IMPROVEMENT OF PRIMARY EDUCATION

(Modules for Use in Training / Orientation/Sensitization of Community Functionaries and Master Trainers developed by Regional Institute of Education, Bhubaneswar in collaboration with West Bengal Board of Primary Education, Calcutta)

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR
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PREFACE

Our late it is realised that it is difficult to improve primary education without the active involvement of community functionaries, panchayets and municipalities. National Policy of Education (1986 and 1992 Modification) has also laid stress on involvement of local community in improvement of primary schools and non-formal education centres. VEC as a sub-committee of village panchayet has been set up in many states. Similar committees are functioning under municipalities/corporation in urban areas. Block level/mandal level education committees have also been set up in many states.

Development of strategies to ensure participation of local communities/ panchayet and municipalities was a long felt need. The document contains 11 modules which could be used for training/ orientation/ sensitization of community functionaries and master trainers. There is a need to orient the members of Village Education Committees/ Municipal Education Committees and other community functionaries on large scale.

The document has been perceived and developed by faculty members of Regional Institute of Education, Bhubaneswar and experts of West Bengal Board of Primary Education, Calcutta jointly through in- house faculty discussion, two workshops held in Calcutta and

Bhubaneswar and reflective interaction between president West Bengal Board of Primary Education and RIE faculty. In two workshops, RIE faculty, primary teacher educators, primary school teachers, experts of West Bengal Board of Primary Education, Calcutta, Chairman South DumDum Municipality, Calcutta, Chairman, Calcutta District Primary School Council, Chairman, Midnapore District Primary School Council; Chairman, District Primary School Council, Burdwan and faculty members of Indian Statistical Institute, Calcutta provided excellent feedback.

Prof. Bhabesh Moitra, President, West Bengal Board of Primary Education deserves appreciation for his help, guidance and facilitating role.

The training package in the present form is a reviewed draft which could be further refined by field testing and through interaction with community functionaries. We welcome suggestions from everybody for improvement of the quality of the modules

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Participation of Local Communities/ Panchayet and Municipalities for Improvement of Primary Education

Training/Learning Outcome

At the end of the training you should be able :

1. to identify the nature of community actors/ functionaries/ organisations involved in improving various aspects of primary education
2. to identify the objectives of community participation in improving various dimensions of primary education

Training Content

Activity 1 : Interaction between Resource Persons and Participants on the issues highlighted in following text

The Text

An Overview

'Community Participation' has been considered as a critical area in improving various dimensions of primary education in our country. 73rd and 74th Amendment of the Constitution have provided enough scope for involvement of local bodies in improving various aspects of primary education. Village Education Committees (VEC) have been formed in each village/ panchayat. Local Panchayats/ Municipalities have been empowered to intervine in functioning of primary schools as well as non-formal education centres. In many states, Parent-Teacher Associations (PTA), Mother- Teacher Association

(MTA), Mahila Matru Mandals, and Yubak Mandals have been formed. In DPEP districts context specific community mobilisation strategies have been formulated. NGO's, socio- cultural organisations, youth associations, social and youth activists have also devised strategies to improve the quality of primary education. In many states block/ mandal level committes have been formed. Will these efforts improve the quality of primary education ? Will 'communitising' educational concerns and liberation of primary education from bureaucratic departmental control improve the situation ? Answer depends on how these community organisations/ functionaries function and become functional in the context of social plurality/ complexity.

The Issues

An effort will be made to clarify :

* Who are the local level community functionaries involved in improvement of primary education ?
* What are the objectives of community participation for improving various dimensions of primary education ?

Who are the Local Level Community Functionaries involved in improvement of Primary Education ?

Local level community functionaries could be identified as :

* individuals - rich community members/rich philanthropists who make large-scale donations of cash, land , building, equipment and furniture for improvement of school facilities

* individuals who do not have money and materials but contributes voluntarily with their abilities and labour, both physical and intellectual such as shramadan by villagers for constructing school building, writing songs, slogans, nukkad natakas and role

playing by creative writers, thinkers, artists, environmentalists, social workers and women activists involved in UEE effort.

* community leaders/ volunteers

* members of peoples participatory bodies/committees such as Village Education Committees, Panchayat level Committees, Urban area/ Municipal/Corporation Education Committees, involved in UEE efforts

* non - governmental organisation (NGO's) organised for UEE such as for improvement of non- formal education/ girls education/ education of the tribals, etc. and who work on a voluntary basis

* voluntary organisations such as Rotary Club, Lions Club, Junior Chamber of Commerce etc. who participate in UEE effort through activities related to primary education

* business firms, industrial enterprises and trade unions who makes donations out of their profit/ contributions for activities related to UEE

* personnel of various government departments, service and agencies of a locality such as personnel of departments of health, agriculture, cooperatives, small industires, rural development programms/ projects extend help and assistance to non-formal education/ adult education/ UEE efforts in accordance to their area of skill and competence beyond duty hours.

* teachers and teacher educators of DIET

* parents/parent-teacher-associations/mother teacher associations etc.

Dimensions of Community Participation in Improvement of Primary Education

Community involvement in primary education should have the following dimensions :

* **Contextuality**

The pattern of involvement of local community in improvement of primary education is to be perceived in the specific context of the village/ block/ sub-division/ district. Strategies of community participation in primary education should be planned village-wise/ block-wise/ district-wise which is known as micro level planning which obviously emphasises local area planning.

* **Enhancement of Learner's Achievement through Quality Education**

In high literacy districts where access and enrolment is near universal and level of community awareness is already high the involvement of local community should be limited to enhancement of quality of primary education and achievement of the learners.

* **Awareness and Motivation Building**

In the districts where total literacy compaign and other factors has created an enhanced demand for primary education local community should concentrate on building community awareness and motivation for access, enrolment and participation.

* **Environment Building/ Building Local Level Capabilities**

In low literacy districts where provision of education facilities are far from satisfactory, the delivery system is inadequate and the community awareness is low the community functionaries should

participate in building environment and local level capabilities to enhance school effectiveness.

* **Task Specificity**

District-level micro-planning should indicate the specific activities where community functionaries can participate. The role of individuals, people's participatory bodies/ committees, non-governmental organisations, business firms/individual enterprises/ trade unions and personnnel of various government departments, service and agencies in improvement of primary education should be defined in operational terms.

* **Partnership and Interaction**

Community participation in improvement of primary education should reflect intensive process of interaction between individuals, local bodies, NGOs, voluntary organisations, community leaders, government departments, DIETs, teachers and BRC/CRC coordinators.

* **Target Setting**

The community involvement in primary education may be channelised for fulfilling needs of special target groups such as girls, disabled groups and out of school children etc.

* **Monitoring**

The decentralised administrative machinery for improvement of primary education should be accountable to local community. The local community functionaries should monitor the activities of administrative machinery dealing with the task of improvement of primary education.

* **Integration/ Networking**

The community involvement in primary education is to be integrated with inputs from other development sectors/ different government departments. The complementarity between community support and government effort/ efforts of various development sectors should be reflected in micro-level planning.

* **Parental Support**

Home environment and parental support influence children's achievement in various ways :

- the help and encouragement the child gets from the parents for his/her school work influence his level of achievement
- stimulation provided in the home to explore ideas/events/larger environment influence childs' achievement
- language development oportunities provided in the home influence development of correct and effective language uses in school
- parental aspiration for the child influence his academic aspiration and expectations
- child rearing practices and values incalculted in home influence in shaping child's attitude to learning and living

* **School - Community Interaction**

School programmes can also contribute to the development of local community in various way.

* **Mobilisation of Resources**

The local community can play a significant role in mobilisation of

resources for improvement of primary education. UNESCO (1991) has identified the following three kinds of contributions :

* **Contributions of a Capital Investment Nature Include :**

  - donations of land, buildings and playgrounds
  - donations in cash or materials for the construction and extension of educational facilities, including teacher's quarters and toilets
  - donations in cash or equipment (laboratory, musical, sports), furniture, library books, teaching aids, and first aid kits

* **Contributions of a Recurrent Nature Encompass :**

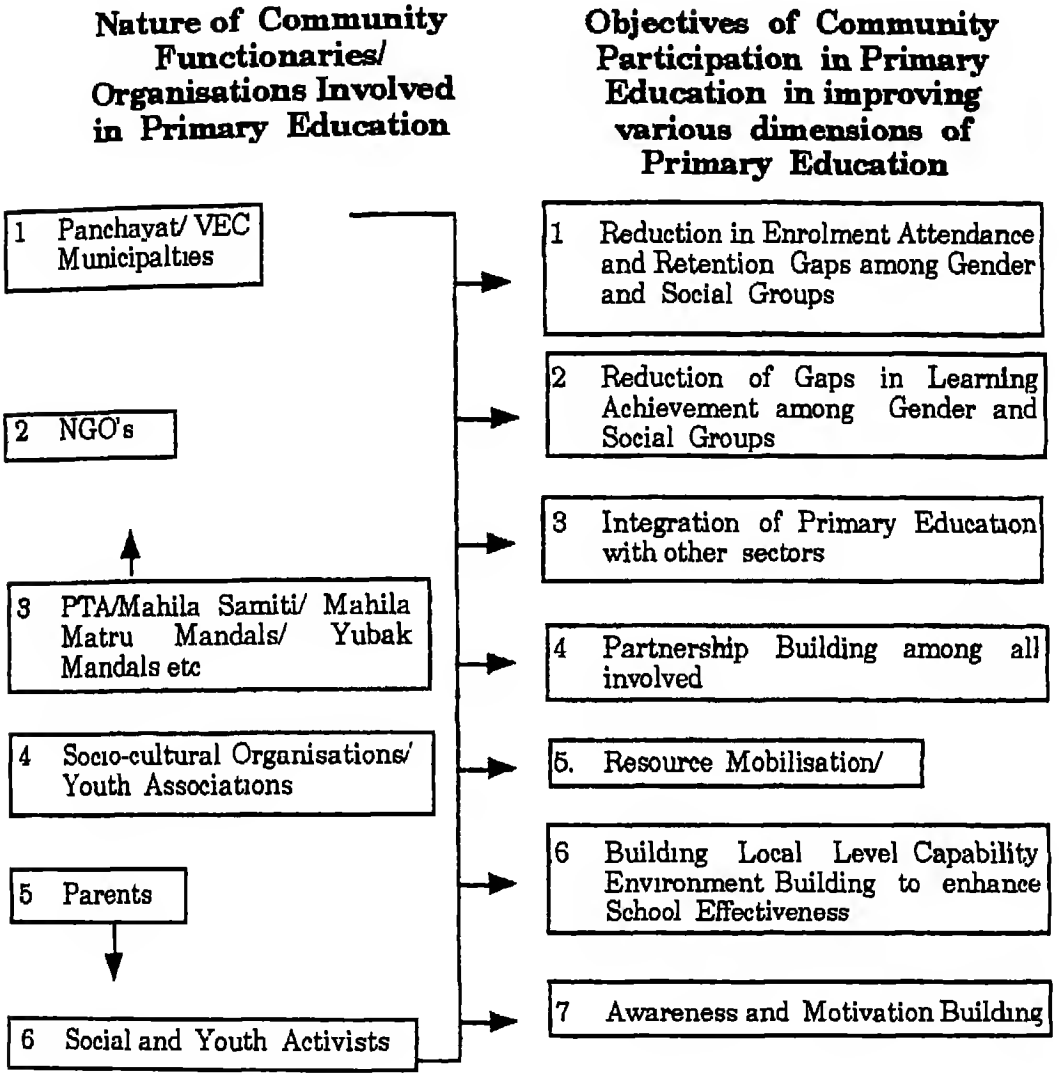
  - full or partial remuneration of additional teaching and/ or supporting staff
  - donations of stationary or cash for its purchase
  - donations to meet costs of maintenance and operating costs (electricity, water supply)
  - provisions of scholarships
  - donations for science clubs and other co-curricular activities
  - donations for sports meets, prize distributions, exhibitions
  - donations of books and uniforms for needy children
  - donations in cash or kind for the supply of school meals
  - cash contributions or provision of board and lodging for students

* **Contributions of a Service Nature may Include :**

- labour contributed in connection with building construction, extensions and repairs
- service provided usually by local community in connection with health (medical inspections, immunizations)
- teaching in primary schools (or in non-formal education centres) in the area of health, physical education and art education
- teaching in classes on voluntary basis
- teaching in apprenticeship programmes
- teaching of weak pupils outside the school hours by retired teachers and unemployed youths
- provision of skill training and work experience by community members in work situation
- assistance in the organiszation of religious, sports, and cultural activities.

Objectives of Community Participation in Primary Education

Objectives of Community Participation in Primary Education have been identified in the following chart:



Activity 2 : Reflective Group Activity

Divide yourself into convenient groups. Group leader is to consolidate group reports for presentation. Reflect on the following issues :

* How the objectives formulated above could be further sharpened ? Rewrite the objectives of community participation in improving various dimensions of primary education in simple sentences

1.

2.

3.

4.

5.

6

Nature of Personal Qualities / Attitudes to be developed in Community Functionaries to ensure their Effective Participation in Improvement of Primary Education

Training / Learning Outcome

At the end of the training you should be able to understand the nature of personal qualities/attitudes to be acquired / to be developed in community functionaries

Training Content

Activity 1 : Reflective Group Session

* Divide yourself into convenient groups. Group leaders will consolidate group view points to be presented.

  Read the following test carefully:

The Text

The community functionaries should acquire/ develop the following personal qualities for their effective functioning. These are :

* **Insight :** The ability to articulate the implications of relationships and inter-relationships of complexities and conflicts

* **Vision :** The ability to design action points/ implementation strategies with foresight in order to remove the constraints

* **Enthusiasm :** Ability to communicate with others with vision

* **Love for Children :** The ability to exemplify love for children as a core value

* **Empathy** : Ability to look, feel and evaluate from view points of others

* **Imagination** : Openness to lateral thinking and ability to devise alternatives on action points

* **Courage** : Ability to face a situation of hostality/conflict/ negative situation in order to overcome barriers of cross-system management and to formulate new and creative connections and interconnections

* **Determination** : Ability to have patience and perservance to persue the matter when other doors are closed

* **Openness** : Ability to face criticism of others, ability to modify his/her own view point, ability to enter into open ended debate

* **Responsibility** : Ability to take responsibility of self learning, responsibility of motivating others

* **Leadership** : Ability to initiate action for partnership, linkages and networking and cross system management

Reflect on the following issues through interactive group session

1. Add new items of personal quality. Delete vague/abmiguous items, if any.
2. How these qualities could be developed ? Identify the strategies.

Characteristics of Interventions/ Strategies and Identification of Areas of Interventions by Community Functionaries

Training / Learning Outcome

At the end of the training you should be able:

1. to understand the nature/ characteristics of the interventions/ strategies to be formulated
2. to identify the areas of intervention by community functionaries

Training Content

Activity 1 : Interaction between Resource persons and participants on the issues highlighted in the following text.

The Text

Characteristics of Effective Interventions / Strategies

In the following areas interventions are required by community functionaries

* interventions/ strategies should be easy to implement
* interventions/ strategies should enhance school effectiveness
* interventions/ strategies/ action points should be evolved on the basis of educational consideration rather than cost consideration
* while implementing strategies/ interventions the delivery mechanism should be cost effective. Alternative delivery mechanism should be devised

* teachers motivation and parental support are the key in successful operationalisation of interventions/ strategies

* interventions/ strategies should satisfy the principle of local relevance/ contextuality and pluralism

* interventions should be formulated within the tolerance limit of local socio - cultural and economic factors

Areas of Interventions

The characteristics of effective interventions/ strategies follows :

* What are the strategies for building community awareness and motivation to enhance the level of enrolment, attendance and retention particularly of girls and children belonging to disadvantaged groups (SC/ST) ?

* What are the strategies of building environment/local level capabilities by community functionaries in low literacy areas where provision of educational facilities are far from satisfactory, the delivery mechanism is inadequate and the community awareness is very low ?

* What are the strategies to identify the reasons of dropout and absentism ?

* What are the strategies of building local pressure on the parents by the community functionaries to send their children to schools regularly ?

* What are the strategies of motivating the community members to participate in school programme ?

* What are the strategies of mobilising community resources for improvement of school effectiveness ?

* What are the strategies to make school programmes sensitive to community needs ? What are the strategies of utilising school resources by the community ?

* What are the strategies of adjusting school calander to the needs of children ?

* What are the strategies of micro-level planning, managing, monitoring and evaluting action points by community functionaries to enhance the level of enrolment, participation, attendance and achievement of learners ?

* What are the strategies to build partnership among all involved ?

* What are the strategies to produce variety of learning materials (low cost/no cost) with the help of community functionaries ?

* What are the strategies to make school environment learner friendly with the help of community functionaries ?

* What are the strategies to enhance child' s teachability /learning capacity ?

* What are the strategies to improve health and nutritional status of primary school children specially in rural areas with the help of community functionaries ?

* What are the strategies of enhancing learning time in primary school ?

* What are the strategies to maximise learing opportunities and choices for primary school children with the help of community functionaries ?

* What strategies could be adopted for dissumination of informations among all actors involved in imporvment of primary education ?

Activity 2 : Brainstorming Group work Divide yourself into convenient groups . Each group will identify strategies on cluster of issues pinpointed above.

Strategies of Building Environment and Local Level Capabilities for Improvement of Primary Education

Training / Learning Outcome

At the end of the training you should be able :

* to conceptualise the strategies of building environment and local level capabilities in local community functionaries
* to operationalise the strategies

Training Content

Activity 1 :

Group Session

Divide yourself into convenient groups. Group leaders are to consolidate group reports. Read the following text very carefully :

The Text

'Environment building', ' capacity building' and 'empowerment' are the key in improvement of primary education. There is a need to identify strategies to build school environment condusive for Learning, to create local level capabilites/building capacities in local community functionaries in improving the conditions of primary education

Areas of Building Environment and Local Level Capabilities

The areas of building environment and local level capabilities are :

* making school environment attractive
* seeking parental cooperation

* seeking convergence with other development activities in the areas of child care, health, nutrition women development and resource mobilisation

* dissmination of informations

In low literacy districts where the social demand for primary education is low, the delivery system is inadequate and community awareness and motivation is low, the community functionaries should participate in building environment and local level capabilities.

The strategies are :

* organisation of Sharing Meeting between NGO's members of VEC's and other social activists to identify environment building modalities

* organisation of Poster Workshops-teacher with the help of community members will organise poster workshops in hats and bazars

Poster will be prepared on popular stories/ themes on better health, nutrition, need for primary education etc

* orientation programme for VEC 's to be organised by Panchayat with the help of teachers

* strengthening the activities of Parent-Teacher Association/ Mother-Teacher Association - teachers will organise such meetings in every three months

* setting up Poster Exhibition/ Stall in Social Gatherings - teacher with the help of students will organise poster exhibition/ stalls in any place of social gathering

* interpersonal Communication/ Interaction with community in village level meeting where parents and women could be invited In rural areas interaction should be open and internal. Popular emotive symbols and public functions could be used as mobilising strategies. The teacher will take the initiative.

* building culture of trust

  Culture of Trust could be build :

  - by offering postive regard to the parents of the child even if they are illiterate, physically weak, unemployed, poor, old and socially marginalised

  - by considering experience/skill and value of parents/ other partners involved in improvement of primary education irrespective of their age, gender, educational background, class and culture

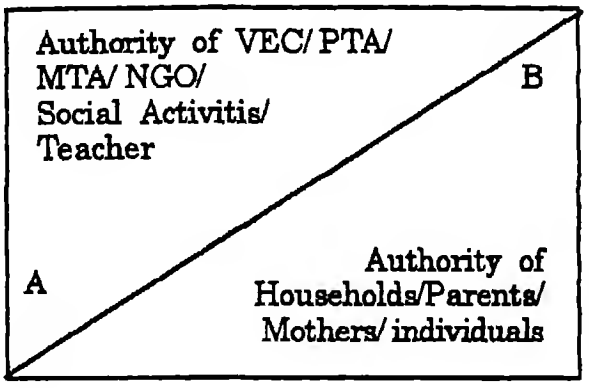
* empowerment through enhancement of authority

In society, power originates from impersonal and external mode of influence such as wealth, status and information. Authority does not depend on power. It originates from affirmation of human worth/dignity of others. A good social worker, organiser, mother, a caring friend, a teacher may have little power but considerable authority. The community functionaries are to strengthen the authority of parents/ mothers/ individuals/ systems in ways which will help them to take increasing responsiblity of their own lives Enhancement of authority could be done in various ways .

How the parents/ households could be independent in their life style without depending on others ?

* How to convince the parents that primary education of their children could enhance their status and income ?

The following diagram shows shifting of authority from A to B



* making school / learning environment attractive

Teacher with the help of community members can make the school/ learning environment attractive The school/classroom can be decorated with toys, play materials, posters, pictures and other colourful materials. Activities should be organised centering different materials

* Seeking convergence with other development activites in the areas of child, health care, nutrition, women development and resource mobilisation

Panchayat through VEC and Municipalities through Local Education Communites should take the initiative in seeking help of local doctors, Red Cross, hospitals, dispensaries women organisations and other voluntary organisations for child development, health care, nutrition, women development, development of school building/ premises and materials.

Reflect on the following issues :

1. The strategies rewritten in functional terms follows:
   a) Organising of Sharing Meetings with NGOs/ members of VEC's/ Social activists
   b) Organisition of Poster Workshops
   c) Orientation Programme for VECs
   d) Strengthening Parent-Teacher/ Mother-Teacher Organisations
   e) Poster Exhibitions
   f) Building Culture of Trust by offering regard to the parents
   g) Empowerment through enhancement of authority

Add new strategies if any delete / rewrite which is not relevent.

2. Find out through interactive discussion :
   Who will initiate each activity ?
   How it will be done ?
   Where ?
   When ?

Planning and Implementation Strategies for Enhancing Access, Enrolment and Retention in Primary Schools

Training / Learning Outcome

At the end of the training, you should be able :

* to conceptualise the planning and implementation strategies for enhancing access, enrolment and retention.

Training Content

Activity 1 : Group Discussion

Divide yourself into convenient groups. Group leaders are to consolidate group reports. Read the following text very carefully.

The Text

The community functionaries specially members of VEC's Municipality Education Commities are to play a significant role in formulation of micro-level planning and implemention of strategies for enhancing access, enrolment and retention. Micro level planning strategies include :

* locational planning - school mapping exercises
* identification of catchment area of primary school - the area which the school is suppose to serve - habitation, houses/ mohallas/wards & preparation of a map of catchment area
* survey of school age children - formulation of tools for survey

* preparation of catchment area/ village panchayat area/ municipal area diagnostic profile

* fixing the enrolment target at school level /catchment area level/ panchayat/ municipal area level

* preparation of family - wise and child - wise plan of education

Micro level Implimention strategis include :

* maintenance of records / registers at school and catchment area level, register of survey of school age children, enrolment, children unenrolled, dropout, caste and sex data

* enrolment drive

* participatory planning - its institutionalisation through VEC and Parent- Teacher Association

* follow up programme for retention

* making school attractive to children

* mechanism of continuous report with parents

* implementation of operation blackboard

* adjustment of school calender with local needs

* networking and linkages - There should be networking and linkages between different functionaries and institutions : Horizental linkage should be set up between VEC, PTA parent and community members and vertical linkage between DEO, BEO/ SI of school, Primary schools, BRC and CRC should be established

* management of tasks - Before managing tasks/activities in particular direction, the community functionary has to *manage 'meanings'* of roles performed by various actors involved in improvement of primary education

* negotiation/ conflict resolution - members of VEC should have ability to initiate purposeful dialogue with individual/ group/ institution for mediation, negotiation and conflict resolution in peaceful way

* analysis of contextuality - The community functionaries before applying strategies /intervention should analyse the contextuality and should be able to anticipate the difficulties in applying strategies/ interventions

* making approaches - making approach to parent of a non-attending child/dropout child is the initial intervention. The first contact with parents should be done with care and sensibility. This approach/ strategy is a reflective one since it involves listening, knowing and learning. The community functionary may have to collect basic data from the household through interview schedule, discussion or through administration of a questionaire etc

* breaking down the strategies into action points / tasks

The task / action points should be :

- clear
- agreed by all involved and formulated through consensus
- all information are shared
- stimulating
- implementable through alternatives

- responsibilities are fixed for implementation is based on division of labour
- accountability is mutually supportive
- part should reflect the whole

* targeting the disadvantaged zones/ priorities - the intervention/ strategies should aim at the target group. The target group should be chosen in such a way that disadvantaged/ marginalised/ priority groups gets preference. The following are examples :
  - ST girl child who has droped out
  - SC girl child who has droped out
  - ST girl child who attends the school irregularly
  - ST boys who attends the school irregularly

* forming partnership - community functionaries should form partnership
  - with individual parents
  - with PTA/MTA
  - with Teachers
  - with primary school /CRC/BRC/DIET
  - with Panchayat/ Municipalities

* nagotiating agreement - there is a need for negotiating agreement between the community functionaries and parents. This is dome through formal or informal contact/ discussion with a view to develop school building, play ground, garden, exhibition room etc

- How this could be done ?
- What is the context ?

* exploring alternatives - exploring alternatives is the key to any learning or management process. Community functionary should always explore alternative modes of implementation of strateges

* providing access to resources - community functionaries should locate the resources available in a locality and enlist the details about the resource system available for improvement of primary schools. The community functionaries should collect relevent informations about the sources of resource mobilisation. They should identify useful skill and expertise available in a locality and arrange training.

Reflect on the following issues :

* Who will plan, implement, coordinate ?
* How ?
* When ?
* Where ?

2. Rank the strategies in order to prioritize them

Strategies of Building Community Awareness and Motivation for enhancing Access, Enrolment and Participation in Primary Schools

Training/Learning Outcome

At the end of the training you should be able:

1. to conceptualise strategies of building community awareness and motivation for Access, Enrolment and Participation
2. to operationalise the strategies

Training Content

Activity 1: Reflective Group Session

Divide yourself into convenient Groups. Groups leaders are to consolidate group reports. Read the following text very carefully:

The Text

In the district where Total Literacy Campaign (TLC) and other factors have created an enhanced demand for elementary education, there is a need to identify strategies of building community awarness and motivation for enhanceing access, enrolment/ participation and retention in primary schools. The significant strategies are:

* awareness campaign through traditional communication form such as puppet shows, folk theatre, folk song, special song composed, folk dances, tarja & jatra
* regular interaction with parents, social activitists, educational functionaries including teachers through public meeting

* display of posters, charts, pamphlets on the theme like "Education is birth right", " Education for better living", "Education for healthy living" and so on in collaboration with craft/ SUPW teachers,students good in fine arts and local artists

* organisation of exhibitions/ melas, film shows to orient and motivate parents to send their children to schools and continue in the schools in collaboration with teachers, enthusiastic parents and other interested members of the locality

* organisation of street plays on the hazarads of illiteracy, ignorance about the health and hygiene; prejudic and bias, superstituions. Massages like success in life depends on education, making them familiar with the names and life of successful men and women coming from low SES families. Street plays can be organised in collaboration with the school children, teachers, interested parents & different clubs

* organisation variety entertainment programmes in collaboration with teachers and comunity members for the parents to communicate important message like: Government's incentive schemes, utility and future benefit of education etc.

* community functionaries can make arrangement for community creche with the help of parents and other community members to look after babies of working parents. This will enable the older children to go to school and complete their education

* community functionaries can contact various agencies for timely release of incentives

* community functionaries can convene parents meeting in collaboration with teachers and discuss :

  - problems of their children
  - progress of thier children
  - motivate them to convince their friends and other community members to send their children to schools.

* community functionaries can contact volunteers such as retired teachers, interested parents and educated unemployed youths to help the single teacher schools located in rural areas

* community functionaries can organise health camps and extend free medical check up in schools in collaborations with health workers, to reduce absenteesm due to illness. This will improve retention and check dropouts

* community functionaries can participate in preparation of midday meal through donation of voluntary labour

* organisation of children's mela and exhibition of wall posters and paintings in school

* survey and assessment of enrolement status of the locality through the following activities :

  - home visits
  - meeting teachers and the headmasters/ mistreesses of the school to check the rates of
    - enrolment and children remaining out of schools
    - ratio of enrolment and retention

- meeting parents fo findout the reasons for non-enrolment of the child or withdrawal of the child when enrolled

- meeting or interviewing the children remaining out of school or dropouts to know their views and experiences directly about the reasons for not going to schools

* organisation of 'Mothers' Day' - theme 'one mother is more worthy than hundred fathers'

* organisation of 'Enrolment Day' in each village

* operationalisation of Strategies

* Panchayet/ Municipalites are to coordinate the implemention of above stratgies

* members of the VEC are to work in close collaboration with primary school teacher

* the above activities are to be conducted during afternoon or evening or during appropriate time

Reflect on the following issues through group discussion:

1. Enlist other possible activities for building community awareness and motivation
2. Identify community functionaries who will perform each activity
3. What is the appropriate time for conducting each activity ?
4. Who is to coordinate these activites ?
5. How to reduce the enrolement, attendance and retention gaps among gender and social groups ?

Strategies for Enhancing Learning Achievement by Community Functionaries

Training/Learning Outcome

At the end of the training you should be able :

1. to understand the strategies which could be adopted by community members for enhancing learning achievement
2. to understand the difficulties on the way of enhancement of learning achievement
3. to formulate action plans to remove the constraints

Training Content

Activity 1 : Interactive Discussion

The resource faculty will present the following text through interactive discussion.

The Text

Learner's achievement at primary level in our country is very low. School teachers though are basically responsible for improving learner's achievement, community functionaries consisting of members of the VEC/ Panchayet/ Municipalities/ Parents/ Parent-teachers association/ NGO's could also play a vital role in enhancing learners achievement in primary schools substantially. Learning achievement do not depend on teaching - learning process alone, it depends on many other factors.

Following strategies could be adopted for involving the community functionaries for improvement of learner's achievement :

* formulation of Local Specific Component of Curriculum/ core Curriculum/ Revision of Curriculum - Local specific components of curriculum/ core Curriculum should be formulated not only by experts and teachers alone. It should be derived out of local specificity and cultural ethos. Community functionaries, teachers, prominent educationists, parents - all should be involved for formulation of local specific component of curriculum/core curriculum. Knowledgeable community functionaries should also be inducted in the committees for revision of curriculum.

* inclusion of members of VEC/ local panchayets/ municipalities/ parents in the management committees of primary schools.

* involvement of the members of VEC/ local panchayet/ municipalities/ parents-teacher association in improvement of sanitation, supply of drinking water, construction/repair of school building, supply/ production of teaching-learning aids/ materials, preparation of midday meals etc.

* involvement of members of VEC/ local panchayet/ municipalities/ parent- teacher association in overall inspection and supervision of primary schools

* involvement of community functionaries in mobilisation of govt./local resources and inspection of proper utilisation of resources in primary schools

* involvement of community functionaries in selection of teachers, teaching-learning process and evalution - In the process of selection of teachers, in many districts, ward councillors and personnels of municipalites are invited, but this is not a statutory requirement. The whole process is done by the District Primary Councils which may sometimes include panchayat/ municipal represenatives.

The representatives of Panchyat/ Municipalities may be involved in teaching -learning process and supervision of teachers' attendance.

Teachers and representative through joint efforts may ensure that teaching-learning process followed in primary schools is activity based, joyful attractive, evaluation is continuous and comprehasive and the progress card is send to the guardians regularly so that the guardians are fully aware of childs' development.

Students and gardians's meeting should be held in regard to academic progress of the students after each term for enhancing learning achievement.

* involvement of community functionaries in environmental beautification of the school in order to make teaching-learning process effectives and the school environment conducive to joyful learning - This can be done by beautification of class room and the school campus. This requires active participaton of community members, the teachers and students.

* regular health check-up - Regular health check-up is to be organised by the health department, municipalites, municipal corporations and panchayets. This is badly required for enhancing

learning achieivement. Most of the guardians still live below poverty line, and for that reason they are not in a position to provide balanced diet to their children A large number of children are suffering from malnutrition, vitamin, iodine, iron defeciencies and warm related diseases which has severe impact on congnitive and affective competencies. The supply of mid-day meal will motivate the students not only to attend the school but also help in improving learning achievement.

* inspection and supervision - Village level/ block level/ ward level committees consisting of community members and teachers should be entrusted with the task of regular inspection and supervision of schools and this will pave the way for enhancement of learning achievement.

* proper utilisation of resources - Community functionaries shall not only help in enhancing the mobilisation of resources from the guardians, voluntary organisations, clubs and associations but also ensure that the the resources are properly utilised in the developmental activities of the school. Different Committees may be formed for monitoring of utilisation of resources.

* materal development - Parents and community functionaries can coooperate with teachers and students in collection of following no-cost materials from immediate envronment for use in teaching - learning through organisation of field trips in local environment :

  * leaves of varied forms
  * flowers of varied colours
  * seeds

* feathers of various birds
* soil of varied nature/colour
* stone chips
* small and thin wooden sticks
* collection of clipping from magagines and newspapers
* various materials like paper, paper board boxes meant for shoes, cloth and other articles
* stones/ leaves/ soil etc. available in the local environment to be used for seriation, countıng, addition and substraction
* preparation of charts, pictures/ models/ letter cards/ flash cards by artists/ local craftsman
* collection of real objects from enviroment
* preparation of different geometrical shapes like traingle/ rectangle/ circle/ semicircle out of wood, paper board etc.

Constraints

The following Constraints are visualised:

* inadequate classrooms and furniture.
* scarcity of requiste number of teachers to strengthen teaching learning process.
* non - supply of text books before the commecement of the session
* shortage of contingency fund
* indifference of the teachers in teachıng-learning process due to pressure of work which is not academic in nature
* absence of proper inspection and supervision in primary schools

Action Plan and Suggestions for Overcoming the Constraints

* School authority and VEC's should involve the community in monitoring the school programme.

* VEC's should formulate innovative programmes of school - community interaction. The interaction should highlight that the school is a part of the community and the community should be made to realise that the school is for the community, of the community and run by the community

* The school authority should extend whole-hearted cooperation to the comunity members as well as other community organisations for their involvement in school programme.

* Meetings or discussions should be arranged during every quarter by the school authorities wherein VEC should get cross-section of ideas for school development.

* awareness programmes with entertainments should be organised in different locatities so that the illiterate parents are inspired and motivated to send thier children to schools.

* In order to improve the academic environment teachers should be inspired to maintain self-discipline as there is a need to improve discipline in attendances of the teachers.

* parent-teacher association (PTA) and other committes should be strengthened and they should have regular discussion with teachers and managing committes of primary schools.

Strategis of Convergence between Activities of Primary Schools and other Sectors

Training/ Learning Outcome

At the end of the training you should be able :

* to identify the different sectors which may be related to the activities of the primary schools
* to formulate strategies for effective communication between different sectors and the primary school
* to identify the constrains which may stand in the way of achieveing of convergence.
* to formulate action plans for removing the constrains in the course of operationlisation of the convergence

Training Content :

Activity 1 : Interactive Discussion

The resource person/master trainer will present the following text through interactive mode

The Text

In order to realise the goals of UEE there is a need to achieve convergence between activities related to Early Childhood Care and Education (ECCE), school health care, nutrition, development of children belonging to weaker sections of the society such as Sc/St, total Literacy campaign, adult education and women development. Pre-primary sections should be integrated to Primary schools. Intersectoral convergence is

required for integration of pre-primary education. Primary education, school health care and nutrition. In tribal areas pre- school activities, non-formal education, elementary education and adult education should be organically linked. The community functionaries are to monitor, coordiante and evaluate such convergence. The community functionaires are to coordiante the necessary support services to enhance the participation of rural girls in schools. The support serices should take care of fuel, fodder water, sibling care etc.

Identification of different Sectors highlighting sphere of Activities related to Improvement of Primary Education

1	Dept. of Health/Hospital/ Rural Health Centre	Check up of health and nutritional status of children
2	General Administratives/ D.M/ S D O/ B D O	Sanction of grant for construction/ repair of school buildings, distribution of mid-day Meals etc
3	Dept of Education OJI/ DEO/ SI/ BEO	Sanction of non-recurring and recurring grants
4	Panchayat	Pre-primary education schemes such as ICDS Anganwari, Montessory, Kinder-garden, local water supply, sanitation, nutrition of mother and children
5	Municipalties	Earning while learning scheme for working children's education, such as I P P scheme, sanition, nutrition of mother and children, water supply, sanitation, nutrition etc
6	Social Welfare	Social Education Schemes in rural areas

7	Dept of Forest and Environment	Distribution of plants and protection of enviroment through B D.O., Panchayet and Municipality
8	D S.E (Director of School Edn) and Ministry of sports	To conduct block, district state level primary sports and to provide sports materials
9	Information Broadcasting and Cultural affairs	Organisation of cultural functions, exhibition, educational film shows etc
10	Voluntary organisation and N.G Os	For infrastructural and teaching materials/ aid

Strategies of Action for Covergence with Other Sectors

For improvement of primary education co-ordination between different sectors is a vital necessity. All activities of the primary schools will have to converge with programmes of other sectors and have to link up with various departments/ instituitons and N.G.Os particularly the ones working in the areas of health and nutrition, the weaker sections of the society i.e. SC/ST, women, child development, pre-primary education schemes and environmental protection. At present no agency has the capacity or the responsibility to undertake the task of linkage/ networking/ convergence A concerted effort in this direction should be made.

The following strategies of convergence may be adopted :

1) The committee (for example DDC alread constituted in W.Bengal) consistiting of personalites from all sectors involved in the development of primary education should shoulder the responsiblity of net working/ linkage/ convergence in rural ares in every block. An identical committee may be formed in the urban areas.

Monitoring and evalution of all programmes should be done by the aforesaid comittee

ii) At the state level, a committe should be constituted for looking after networking/ linkage/ convergence.

iii) Directives should be given to all government department/ the central/ StateGovt./appropriate authority to the effect that serious attention/ priority should be given to formation of such committies

iv) One retired person belonging to the committee, possessing energy, patience and devotion should be entrusted with the authority to contact coordinate with different sectors from time to time for follow up of actions.

v) A mini committee may be formed with four or five members of the said committee for the assessment of the progress of convergece made so far. The mini-committee would report to the parent committee regarding the performance evaluation.

Constraints :

To theorise a matter is very easy, to issue directives for execution is simple, but to translate them into action is very difficult. Various constrains confront and the execution becomes problematic. During the implementation of the strategies to be adopted for convergence, the following constrains may appear:

* Procrastination on the part of the committees may delay the implementation of the work sometimes leading to failure. Meetings are often held after long interval causing delay in taking steps to solve the problems of convergence

* The direct beneficiaries i.e students and guardians often hesitates to report their conditions which require urgent attentions and therefore appropriate authorities cannot be approached in time

* Inter- department misunderstanding or rivalry often causes delayed action and therefore, convergence seldom materialises. Conflicts are managed by politics and deceptions.

* The members do not understand the goal of activities.

* Individual commitments are lacking.

* Functionaries see things going wrong, but nobody volunteers to correct it. Open discussions are avoided and consequently mistakes and problems continue to persist

* Functionaries complete with each other rather than cooperate.

* Decisions are taken on the basis of inadequate informations. Judgments of lower level functionaries are not respected

How to remove the constraints ?

In order to remove the constraints following steps are suggested :

* Meeting of the Committee should be held at short intervals so that decisions for action may be taken forthwith. Unnecessary delay on the part of the committee should be discarded.

* Constant persuation/ inter sectional meeting can minimise inter-departmental rivalry and poor work culture.

* Time limits should be fixed for implementation of decisions.

* Beneficiaries should be trained and motivated to be up and doing, shaking off the ideas of 'to be' or 'not to be'.

* Constant monitoring, coordination and evalution can help in effective convergence.

* There is a need for decentralisation of power and informations.

* There should be genuine cooperation between various departments.

* Constant performance appraisal should be the base for decision making.

Reflect on following users through group work:

* Identifiy some more strategis for effective communication between activities of primary schools and other sectors. Highlight the role of community functionaris in such convergence.

Strategies of Resource Mobilisation by Community Functionaries

Training/Learning Objectives

At the end of the training, you should be able:

1. to identify the dimensions of resource mobilisation
2. to identify the types of resources to be mobilised
3. to identify the strategies for resource mobilisation

Training Content

Activity 1: Interactive Discussion

The resource person/master trainer will present the following text through interactive mode:

The Text

The pattern of resources and its diversity available in a locality has to be perceived with reference to specific contexts. The strategis of such mobilisation should be planned at village/ block/ district level. Resources to be mobilised has two dimensions: human and material.

Monitoring of Material Resource Mobilisation

Community functionaries are to monitor mobilisation of following types of material resources:

* contributions of capital investment nature - it includes donation of land, building and play ground by community members

* donation/grant in cash or in materials for the construction/ extension of primary school building/ non-formal education centre, boundary wall and other essential constructions

* donation for equipment, furniture, library books, teaching aids and first-aid kits etc.

* donation of tanks/ponds for supply of water and for investment on fisheries for improvement of primary school

* donation of agricultural land or garden of valuable plants and fruits for recurring income to primary school

* full or partial remuneration to additonal teachers and/or supporting staff in multigrade schools

* donation of teaching- learing materials, Black board, charts teaching aid etc

* donation on cash or kind towards preparation of schools meals

Monitoring of Resource Mobilisation under Human Dimension

Community functionaries should monitor resource mobilisation under human dimension in the following form :

* services rendered by medical practitioners/doctors in checking up of health of the children regualrly

* retired employees/ unemployed youths providing free teaching/ coaching in multigrade schools

* voluntary services usually rendered by offcials of Health Department by sprawing bleaching powder, mosquito killing oils in school environment

* labour contribution in connection with school building construction/ extention/ repairs

* teaching of weak pupil out side the school by retired teachers/ unemployed youths

* assistance for the organisation of religious, sport sand cultural activities provided by community members

Strategies of Resource Mobilisation

* Formulation of committees at village, Block and District levels to monitor mobilisation of resources

* The committee at/primary school/non-formal education centre level should consisting parents, headmaster, teacher representative/ persons interested in education and representatives of gram panchayat, VEC – the committeehas to look after the welfare of school and act as calalytic agent to mobilise the community resources

* the committee at block level has to act as coordinating agency where the following may be included as members - president of panchayat samitis, block development officer, sub-inspector of schools and other related government official of block, medical practioners, eminet educationists

* in urban context ward level education committees are to discharge responsibilites in different aspects of resource mobilisation for

primary school development such as cleaning of school campus, supply of text books, supply of drinking water, maintenance of good sanitary conditions, repair of school building, and making the school campus greener/ attractive

* mobilising individuals through personal contacts who can donate handsome amount in cash, land, building equipment, furniture etc. and other school facilities

* mobilising individuals who can not donate money and material but can contribute voluntarily with their abilities and labour, both physical and intellectual such as Shramadan for constructing school building, equipment, furniture etc, composing songs, slogans, doing creative works during enrolment drive

* mobilising community leaders/ volunteers for their active participaton in different activities of the school

* involving NGOs for organisation of non - formal education, girls education, education of tribals etc.

* mobilising organisation like Rotary Club, Lions club, Junior chamber of Commerce etc. who can contribute substantially to UEE effort through activities related with primary education.

* mobilising business firms, Industrial enterprises and trade unions for donation out of their profit/funds for activities related to improvement of primary schools

* ensuring training, development and reasearch support from DIET/ BRC/ CRC/ school clusters

* mobilising parents, parent-teacher association and mother-teacher association who can substantially help in different school development programme

* activitising the parent-teacher association to bridge the gap between the school and community

* organisation of seminar/ workshop/ orientation programmes on resource mobilisation strategies in active collaboration with district/ state/ regional level resource institutions like DIET, SCERT, RIE

Activity 2 : Group Work

Reflect on the following issues :

* Pinpoint specific strategies for resource mobilisation

* Identify the action points and fix the responsiblities of different community functionaries

Information Base and Monitoring

Training/ Learning Objectives

At the end of the training your should be able :

1. to conceptualise the nature of information base and monitoring
2. to identify strategies to develop data bank and to monitor the implementation of strategies

Training Content

Activity 1 : Interactive Discussion

The resource person/master trainer will present the following text through interactive mode ·

The Text

Decisions, very often, are made at the top on the basis of inadequate informations. A strong information base is required for planning, implementation and monitoring of the strategies for improvement of primary education. Data bank should be set up at BRC/ Cluster level/ CRC level. There is a need to collect following data :

* number of villages/mahalles covered by a primary school/non-formal education centre
* map of catchment area of a primary school/ non-formal education centres

* number of habitants in the village/mohalla with of SC/ ST/ OBC/ Minorities break-up

* number of non-attending children in the village/mohalla with break-up of General/ SC/ ST/ OBC/ Minorities, Boy/ Girls etc.

* reasons of non-attendance child-wise/ family wise

Preparation of School profile

* no. of children in each primary school break up by class, sex and social class etc.

* identification of multigrade schools and schools with large sized classes

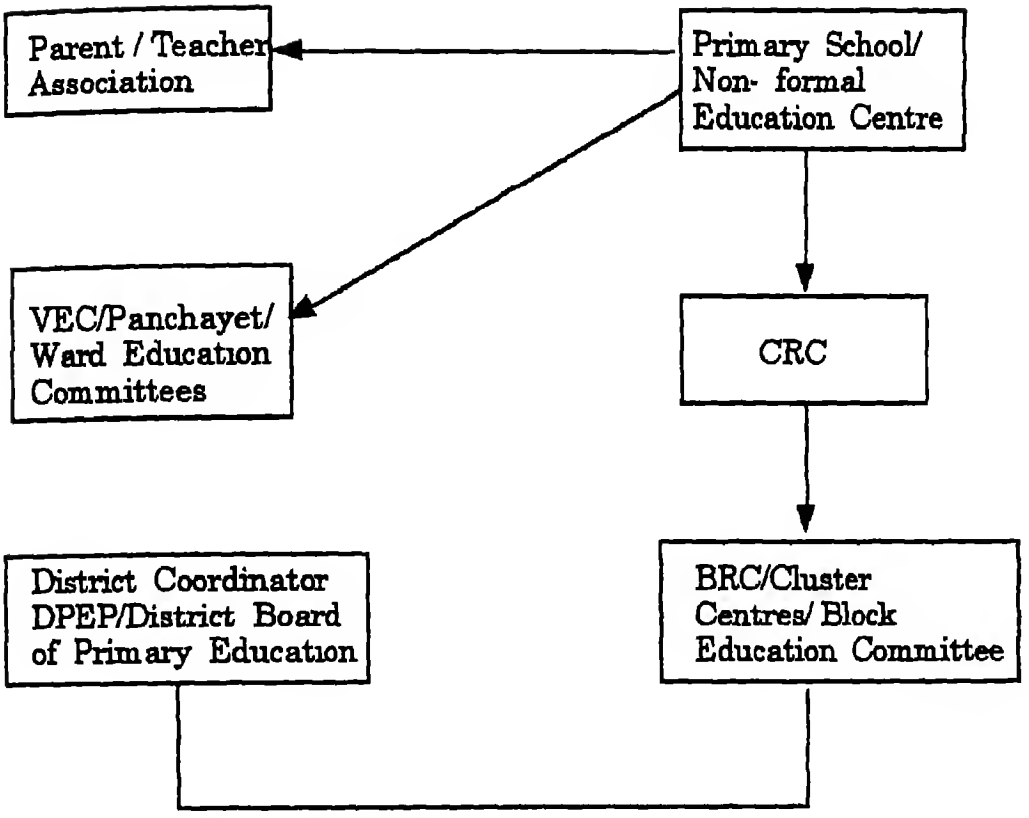
* conditions of materials facilities available in each school - no. of rooms, furnitures, equipments, teaching aids

* no of teachers with male female break-up

* identification of training need of teachers

Flow of Information

In addition to data bank there is a need to maintain flow of informations from primary school/non-formal education centres to CRC/ BRC, Village/ Panchayat/ Word Education Committee, Parent-Teacher association, District Board of Primary Education, District Coordinator, DPEP etc. which is shown through following flow chart :



Monitoring of Implementation

Monitoring is an integral part of management There is a need to keep a critical watch on the process of implementation - on wheather the strategies/interventions are implemented at appropriate time or place and at desired manner or not and wheather adequate corrective mechanisms have been initiated or not. The success of monitoring depends on timely analysis, timely intervention, accurate reporting and flexibility in response to expected developments. There is a need to identify the areas and functions of monitoring at micro level ·

* school facilities
* teacher attendance
* teaching - learning materials

* participation of community in school programmes
* parental motivation in sending their children to school
* pupils achievement
* supervision
* orientation/training of teachers
* dialogue between primary school and VEC, parent- teacher association
* accountability in performing various tasks
* covergence between the activities of primary school/non-formal education centres and activites of other sectors

Activity 2 : Group Session

Reflect on the following issues :

1) How data bank could be set up at CRC/ BRC/ Cluster level ?
2) Identify the mechanism of micro level monitoring

Model -11

Training Programme Evaluation

Introduction

1. You may feel free to give your opinion about the Trainers and the Programme Design. Your response will be kept strictly confidential.
2. Put (✔) mark against only one appropriate response.

Personal Data

1. Name of the participant
2. Full postal address
3. Sex - Male/ Female (Please put (✔) mark
4. Age (in years)
5. Educational Qualification

Evaluation of Trainers

	Poor	Average	Good	Outstanding
Trainer's were able to:				
1. Show mastery over training content	1	2	3	4
2. Use participatory democratic transaction mode	1	2	3	4
3. Use examples/ analogies to enhance interest and motivation of the trainees	1	2	3	4
4. Use time effectively	1	2	3	4
5. Ask provoking questions to stimulate participants in discussion	1	2	3	4
6. Ask questions to verify learning, maintain high level of interaction with trainees	1	2	3	4
7. Solve the learning difficulties of the trainers	1	2	3	4
8 Gave live demonstration of performance competencies	1	2	3	4
9. Use gesture, body movement and eye contact	1	2	3	4
10. Use overheads and transparencies	1	2	3	4
11. Overall rating of trainers	1	2	3	4

Evaluation of Programme Design

	Poor/ Inadequate	Average/ Marginally Adequate	Good/ Moderately Adequate	Excellent/ Adequate
How would you rank:				
1 The quality of training modules	1	2	3	4
2 Appropriateness of practice exercises	1	2	3	4
3 Number of practice exercise	1	2	3	4
4 Number, quality, and effectiveness of visual aids	1	2	3	4
5 Level of interaction between resources faculty and participants	1	2	3	4
6 Amount of time spent on each topic or theme	1	2	3	4
7 Duration of training (number of trainers	1	2	3	4
8 Quality of group Interaction	1	2	3	4

19 Indicate strong and weak points of the programme

Strong point (In order of importance)

1
2
3
4
5

Weak Points (In order of Importance)

1
2
3
4
5

ACTION ASSESSMENT

	Not useful	Mostly useful	Somewhat useful	Very useful
1. How the concepts and strategies covered in this programme would be useful to your job as a community functionary to improve the condition of a primary school ?	1	2	3	4
2. How well did the training prepare you for the task assigned to you ?	Poor 1	Fair 2	Good 3	Outstanding 4
3. Whether any extra training you need to implement the interventions/ strategies ?	A lot 1	Some 2	A little 3	None 4
4. Overall, how confident you would be with the interventions/ strategies ?	Not Confident 1	Somewhat Confident 2	Mostly Confident 3	Very Confident 4